

THE SCHOOL FRIEND.

DEVOTED TO EDUCATIONAL PURPOSES.

"Education—the Bulwark of Liberty."

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THE SCHOOL FRIEND.

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This paper will be sent, *FREE OF CHARGE*, to every teacher, school officer, or clergyman, in the West or South, who wishes it.

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CONTENTS.

	PAGE.
Our Second Volume	1
Intellectual Education—Reading	1
On Teaching Arithmetic—Multiplication	2
Tact and Talent	3
Philosophy of Trigonometry	3
Indestructibility of Matter	4
Microscopic Wonders	4
Answers of the Deaf and Dumb	4
Family Government	4
Effects of the Imagination	5
Temperature of Rooms	5
The Dew	5
Extensive Wilderness	5
Bishop George and the Young Preacher	6
Dr. Chalmers—An Example to Youth	7
Objects Worthy of Pursuit	7
Hours of Confinement in School	8
Solutions to Arithmetical Questions	9
Arithmetical Questions	10
A Short Rule for Farmers	10
Common Errors in Grammar	10
Dr. Dwight and Mr. Dennie	10
Parental Government	11
School-Houses	11
The Drummond Light	11
Poetry	12
Mis-statements corrected	12

EDITORIAL NOTICES—

To Correspondents—Arithmetical Questions— Baldwin's Pronouncing Gazetteer—Towndrow's Penmanship—Marshall's Astronomical Atlas—Ohio Common School Journal 8

SCRAPS—

Human Life, 2—Malleable Glass, 4—Lake Titicaca, 5—The Camel and the Needle's Eye, 5—Moonlight, 5—Truth, 7—A Brave Thought on Suicide, 7—Cobbett, 7—Lord Timothy Dexter, 7—Home, 12.

Our Second Volume.

The present number commences a new volume of the School Friend. At twelve different periods we have held converse with our numerous friends through its columns, from which we trust they, as well as ourselves, have derived pleasure and profit. It has certainly been our aim to render it in every respect equal to the best educational journals published in the West or East, and to accomplish all in our power for the cause of education. Whether we have succeeded in exciting any interest in others or not, we have at least much increased our own, for this noble cause. As we have contemplated the apathy and indifference which exists in our land on this subject, it has been vividly impressed upon our minds that a different state of things is important—indeed, essential—to the perpetuity of our republican institutions,—to the permanent success of the most interesting experiment the world ever witnessed—that of so mighty a people governing themselves: an experiment which is but the more interesting because it has so often failed, and failed from the same cause—the absence of intelligence and virtue among the masses.

But we trust that our efforts have not been of benefit to ourselves alone. Every week, almost every day, has brought to us letters of encouragement and commendation; and from numerous quarters we have heard of awakened interest and renewed effort which might be attributed in whole or in part to the humble efforts of our little sheet.

Thus encouraged, we commence our second volume, determined, if it be in our power, to render the School Friend still more worthy the confidence and approbation of every friend to education. In pursuance of this object it is doubled in size, and its typographical appearance in some respects improved. We are thus enabled to present our readers with nearly double the amount of reading matter which they have formerly received, and at a cost to them of no more in postage. We have secured editorial aid of the first ability, and long experience in the educational field. Our exchange list already comprises, (we think,) every educational paper published in the United States, and arrangements have been made to procure the best of those published in England and France. In short, efforts have been or will be made to obtain every facility for making the School Friend in every respect such as its friends, and the friends of education, desire it.

As was stated at an early period, it is not pretended that this enterprise is purely benevolent. A leading object has been, and will be, to make

known the merits of the Eclectic Series of School Books, and extend their sale. In doing this, however, we think we are rendering good service to the cause of education, as we confidently believe them better adapted than any others to facilitate the progress of the pupil, and render effective the labors of the teacher.

Of our other objects we will say nothing. Our readers have had ample opportunity for judging whether the School Friend is in truth an efficient laborer in the cause of education, and to their judgment we are well content to leave this question.

Our circulation is already very large, but we are desirous of increasing it until every teacher, school officer, professor and clergyman in the South or West receives our paper. To all such, then, who desire to receive it, we will send it *free of charge*. It is only necessary for them to send us their address, (*post paid*, if by mail,) taking care to write the name legibly, as well as the post office, county and state, to which each paper should be sent. Our friends are invited to interest themselves in making our sheet and its objects known to those for whom it is intended. Postmasters, especially, are respectfully requested to send us the names of such as reside in their vicinity.

For the School Friend.

EDUCATION.---NO. XI.

Intellectual Education.

READING.

In our last number on Education, some remarks were made upon the qualifications requisite in a good reader; and they were stated to be, that he should *articulate* perfectly, that he should *understand* the meaning of the language he utters, and that his *feelings* should be thoroughly enlisted in the subject which forms the theme of his exercise. The first is the mechanical part, the second brings the intellect into action, and the third clothes the whole with that enthusiasm which gives life and soul to the performance.

We shall, in this article, take up, very briefly, that division of our subject which refers to the "collateral branches that may be profitably studied in connection with reading."

1.—Without referring any farther to "Articulation," which is rather a part of reading itself, than a collateral branch, we will specify *Spelling*, as a subject of profitable study in connection with reading. It is obvious to every one that this is learned

chiefly through the eye. It is thus learned in Spelling Books, and a recitation of the lesson is only the examination, by the teacher, of the pupil's success. In reading, every word necessarily passes many times under the eye, and every glance strengthens the impression of its appearance. So far, without any additional effort, considerable is gained. But it will be found still more profitable, and entirely compatible with the great design of reading, to make it a part of the lesson to spell the more important and difficult words which are presented. This may be considered, to use a common phrase, as so much "clear gain," and should never be neglected. Some Reading Books present at the head of each lesson, or at its close, or both, a list of words which form an appropriate exercise for spelling. This is a valuable aid both to the teacher and the pupil. The teacher himself, however, is the best judge in each particular case, how far this list should be extended, and can increase the number as he may see proper. To array *all* the words of a reading lesson at its head, as a spelling exercise, is very foolish, to say the least, and is an entire waste of much of the space occupied, and of the money spent. The teacher, as we have stated, is the only correct judge as to the extent to which the exercise should be carried. But he should *never* lose the opportunity of accomplishing all that is possible in this way, for if once lost, it can never be recalled.

2.—The definition of words may, with great profit, be made a part of the study of every reading lesson. Perhaps this should rather be considered a part of the reading lesson itself, since no sentence can be *properly* read, until it is understood, and for this purpose, the meaning of each word included in it must be known. However this may be, an opportunity is presented for study in this branch, more favorable than can be found under any other circumstances. On this subject, the following suggestions are particularly commended to the teacher.

First. In each lesson let the meaning of every word, in the connection in which it is used, be well understood, and made a part of the recitation. To learn one thing at a time, is the only method of thoroughly learning any thing. That definition of the word, which belongs to it in each particular lesson, and *that only*, should be presented to the mind. The pupil need not know that it has any other, unless he has met with it before. When it occurs a second time with some other meaning, then *that* meaning should be learned. Thus he may go on, step by step, until he has acquired all that can be known about the subject. It is evident, that to introduce any thing superfluous, or not connected with the principal subject, will distract the attention, and thus diminish the amount of intellectual energy devoted to the main point; and it will so divide interest in the study, that motive for exertion will be wanting. Every departure from the spirit of this principle is an approach towards the fashion,

perhaps not yet obsolete, of commencing at "A" in the dictionary, and actually learning it through. It will, however, be admissible and useful, as new meanings of the same word occur, to review those previously learned, and by comparing them all together, to observe their points of resemblance or of dissimilarity.

Second. In learning the meaning of words, the manner in which they are used, the context, and reflections upon the subject treated of, should be chiefly depended upon. By confining the pupil, as far as possible, to the lesson itself for information on this point, he will be more likely to study it, and in getting the meaning of one word, he will find that of many others. He can, also, much more correctly ascertain the delicate shades of meaning by an examination of the context, than by any other method. In this way, also, valuable mental exercise will be secured. A few of the more difficult or uncommon words may be placed at the head of the lesson, together with the definitions appropriate to them as there used. This list will form a useful exercise in spelling and definitions, but should never supersede the necessity of depending chiefly upon reflection and observation. When all other means fail, the dictionary may be resorted to, but it should be avoided as far as possible.

With regard to the two branches which we have named, it will be perceived that it is impossible to study a reading exercise with any degree of attention, without learning something of them, and with a little extra trouble it may be made the occasion of very much increasing proficiency in both.

In a future article we shall endeavor to show that much knowledge may also be gained of "Grammatical construction," and of "Composition," and that reading lessons may be made an important medium of conveying valuable information, and of exerting a healthy moral and religious influence. P.

For the School Friend.

On Teaching Arithmetic.—No. 9.

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SIMPLE MULTIPLICATION.

There is a two fold advantage to be derived from the proper study of every branch of education. One of these is the absolute amount of knowledge, which, in most cases, is a matter of consequence; the other, which in general is by far the most important, is the mental discipline, the power of arranging and combining his knowledge, and of reasoning correctly, which is acquired by the pupil; it is that power by which he is enabled, upon any emergency, to summon all his knowledge and acquirements, and bring them to bear with greatest effect upon any given subject. Important as mere knowledge may be, the latter acquisition is generally the most valuable, for,

without it, an individual often finds that all his other attainments are unavailable.

It is not my purpose, however, at this time to dilate on this subject, but merely to remark, that the important and interesting subject of Simple Multiplication is too often taught, or, perhaps I should rather say, attempted to be taught, to pupils without their acquiring any clear and definite ideas of the nature of the operation. That this remark is correct, will strike every one who has much experience in examining either teachers or pupils, who were taught from the old systems of arithmetic, such as Pike, Daboll, &c. To the question, what is Simple Multiplication? the answer frequently is, that it is multiplying one number by another. This is correct, but it is no answer to the question; it amounts to the same thing as saying that multiplication is multiplication. We sometimes hear the reply that it is a *short method of performing addition*, which would do very well, if it were added, *when the numbers to be added together are all equal to each other.*

In teaching this subject we remark, then, that it is of the highest importance to the intelligent and successful progress of the pupil, that he should be made to understand clearly the nature of the operation, which is, that simple multiplication teaches the method of finding the amount that results from taking or repeating a quantity a certain number of times. Thus, to multiply 4 by 3, is to find the sum of 4 taken 3 times, that is, of $4 + 4 + 4$ which is equal to 12. In the same manner 4 dollars taken 3 times is 12 dollars. We can thus multiply any quantity, whatever may be its name; that is, any quantity or denomination of unit may be taken or repeated any number of times. Thus 5 yards, 5 dollars, 5 pounds, &c. may each be multiplied by any number; that is, the sum may be found that results from taking either of them a certain number of times. This *number of times* cannot be either dollars, yards or pounds, but is simply neither more nor less than *so many times*; and every question requiring the use of multiplication, should be answered on this principle. Thus, when you ask a child what will 3 yards of tape cost at 2 cents a yard, the answer will be 6 cents, from which some persons infer that you can multiply 2 cents by 3 yards. The analysis of the question, however, is this:—*three yards will cost three times as much as one yard; if one yard cost 2 cents, three yards will cost three times 2 cents, which is 6 cents.* The subject will be continued in our next article.

Human Life.

Hope writes the poetry of the boy, but memory that of the man. Man looks forward with smiles, but backward with sighs. Such is the wise providence of God. The cup of life is sweetest at the brim, the flavor is impaired as we drink deeper; and the dregs are made bitter that we may not struggle when it is taken from our lips.

Tact and Talent.

We find the following pointed article in a late number of the *Teacher's Advocate*, where it is credited to the *London Atlas*. Without a certain amount of talent, the acquirement of tact in any occupation or profession is impracticable. But where one teacher fails in his profession for want of talent, a hundred fail for want of that tact which a proper cultivation of their talents would have enabled them to acquire. Let it be the aim of every instructor, whatever may be his talents or attainments, to acquire that tact in their employment that will render them most useful in the government and instruction of his pupils.

Talent is something; but Tact is everything. Talent is serious, sober, grave and respectable; tact is all that, and more too. It is not a sixth sense, but it is the life of all the five. It is the open eye, the quick ear, the judging taste, the keen smell, and the lively touch; the interpreter of all riddles, the surmounter of all difficulties, the remover of all obstacles. It is useful in all places, and at all times. It is useful in solitude, for it shows a man the way *into* the world; it is useful in society, for it shows him his way *through* the world. Talent is power; tact is skill. Talent is weight; tact is momentum. Talent knows *what* to do, tact knows *how* to do it. Talent makes a man respectable; tact will make him respected. Talent is wealth; tact is ready money. For the practical purposes of life, tact carries it against talent, ten to one. There is no want of dramatic tact or talent, but they are seldom together; so we have successful pieces which are not respectable, and respectable pieces which are not successful. Take them to the bar, and let them shake their learned curls at each other in legal rivalry; talent sees its way clearly, but tact is first at its journey's end. Talent has many a compliment from the bench; but tact touches fees from attorneys and clients. Talent speaks learnedly and logically; tact, triumphantly. Talent makes the world wonder that it gets along no faster; tact excites astonishment that it gets along so fast. The secret is, it has no weight to carry; it makes no false steps; it hits the right nail on the head; it takes all hints.

Take them into the church. Talent has always something worth hearing; tact is sure of abundance of hearers. Talent may obtain a living; tact will make one. Talent gets a good name, but tact gets a great one. Talent conceives; tact converts. Talent is an honor to the profession; tact gains honor from the profession.

Take them to court. Talent feels its way; tact makes its way. Talent commands; tact is obeyed. Talent is honored with approbation; tact is blessed with preferment.

Place them in the senate. Talent has the ear of the house; but tact wins its heart and gains its votes. Talent is fit for employment; but tact is fitted for it. It has a knack of slipping into place, with a sweet silence and glibness of movement, as a billiard ball insinuates itself into the pocket. It

seems to know everything, without learning anything. It wants no drilling. It has no left hand, no deaf ear, no blind side. It puts on no looks of wondrous wisdom, it has no air of profundity; but plays with the details of place as dexterously as a well taught hand flourishes over the keys of a piano-forte. It has all the air of common place, and all the force and power of genius. Talent calculates clearly; reasons logically. Tact refutes without contradicting, puzzles the profound without profundity, and without wit, outwits the wise.

Set them together on a race for popularity, pen in hand, and tact will distance talent by half the course. Talent brings to market that which is needed; tact produces that which is wished for.—Talent instructs; tact enlightens. Talent leads where no one follows; tact follows where the humor leads. Talent toils for posterity; tact catches the passion of the passing hour. Talent is a fine thing to talk about, and be proud of; but tact is useful, portable, always alive, always marketable. It is the talent of talents, the availability of resources, the applicability of power, the eye of discrimination, the right hand of intellect.

The Philosophy of the Science of Trigonometry.

In order to know the relative situation of different points in space, we must not only know their respective distances from each other, but we must also know the difference of directions of any two points as estimated from any other point. For example, if we say that the point A is 100 feet distant from another point, B, we only make known that the point A is somewhere on the surface of a sphere, whose centre is at B, and whose radius is 100 feet. Or, if we confine ourselves to the more simple case of points situated on the same plane, then we only know that the point A is somewhere in the circumference of a circle whose centre is at B, and whose radius is 100 feet. But if, in this plane, we choose a particular line or direction, which we consider as fixed, and then give the direction of AB in reference to this fixed line, the position of A will thus be completely known.

The most elementary notion or idea the mind can form of an angle, is the difference of directions of the two lines forming the sides of the angle. From which we see that a knowledge of angle is necessary in the investigation of the relative position of the different parts of space.

This method of fixing the position of points, by means of angles and distances, is called polar co-ordinates; another method has been devised called rectangular co-ordinates, but it is resolved into the polar co-ordinate method.

Confining ourselves to the same plane, we see that the investigation of the relative position of points, leads immediately to the science of Trigonometry, as applied to plane triangles.

If from the centre of any circle, radii be drawn, then it is plain that the angles comprehended between any two radii, are to each other as their corresponding arcs. Hence such arcs may be taken as measures of the angles at the centre. This has led to estimating angles in degrees, or certain fractional parts of the circumference.—Usually a degree is one 360th part of the circumference. The French, however, divide the circumference into 400 equal parts which they call degrees, so that a French degree is one four-hundredth of the circumference. Hence the direction of lines, or the angles between them, may be estimated by means of arcs of a circle; but as these arcs are curved lines, they are not as readily compared with each other, as straight lines. The mathematician has therefore drawn, in connection with these arcs, straight lines, usually so as to form right-angled triangles, which lines have been named sines, tangents, &c. So that instead of comparing arcs with each other, he makes his comparisons with straight lines.

These artificial lines, as they are sometimes called, being computed for all arcs or angles to every degree, and even minute of the circumference, are collected and arranged in a convenient manner for reference, constituting a table of sines, tangents, &c.

These tabular values may be considered as forming a system of miniature triangles for every variety of angles; it is true these small triangles are not graphically given, still they are completely known, since the length of their sides are given, which makes them better adapted to use than the triangle in its geometrical form could be.

Whenever we wish, therefore, to solve any case of Trigonometry, we seek in our tables the values in the case of one of our little triangles, having the same angles as the triangle under consideration. These triangles are, of course, similar, so that the operations of Trigonometry consist in comparing similar triangles, and, since similar triangles have their corresponding sides proportional, it follows that these comparisons may be made by means of analogies or proportions.

Now, by the aid of logarithms, we know that the operations of multiplication may be performed by addition, and division by subtraction. Hence mathematicians have still further simplified the operations of Trigonometry, by taking the logarithms of these artificial lines of sines, tangents, &c., by which means the solution of proportions, which require multiplication and division, is effected by the more elementary rules of addition and subtraction.

By carefully considering the science of Trigonometry in this point of view, it becomes divested of all that mystery which is often ascribed to it by many pupils, on first endeavoring to comprehend its true philosophy.

District School Journal.

Indestructibility of Matter.

The destruction produced by fire is most striking: in many cases, as in the burning of a piece of charcoal or a taper, there is no smoke, nothing visible dissipated and carried away; the burning body wastes and disappears, while nothing seems to be produced but warmth and light, which we are not in the habit of considering as substances; and, when all has disappeared, except perhaps, some trifling ashes, we naturally suppose it is gone, lost, destroyed. But, when the question is examined more exactly, we detect, in the invisible stream of heated air which ascends from the glowing coal or flaming wax, the whole ponderable matter, only united in a new combination with the air, and dissolved in it. Yet, so far from being thereby destroyed, it is only become again what it was before it existed in the form of charcoal or wax, an active agent in the business of the world, and a main support of vegetable and animal life, and is still susceptible of running again the same round, as circumstances may determine; so that for aught we can see to the contrary, the same identical atom may be concealed for thousands of centuries in a limestone rock, may at length be quarried, set free in the limekiln, mix with the air, be absorbed from it by plants, and, in succession, become a part of the frames of myriads of living beings, till some concurrence of events consigns it once more to long repose, which, however, no way unfits it from again resuming its former activity.—*Herschel*.

Microscopic Wonders.

Upon examining the edge of a very sharp lancet with a microscope, it will appear as broad as the back of a knife—rough, uneven, full of notches and furrows. An exceedingly small needle resembles a rough iron bar. But the sting of a bee, seen through the same instrument, exhibits every where a most beautiful polish, without the least flaw, blemish or inequality, and it ends in a point too fine to be discerned. The threads of a fine lawn seem coarser than the yarn with which ropes are made for anchors. But a silk worm's web appears perfectly smooth and shining, and every where equal. The smallest dot that can be made with a pen appears irregular and uneven. But the little specks on the wings or bodies of insects are found to be most accurately circular. The finest miniature paintings appear before the microscope rugged and uneven, entirely void of beauty, either in the drawing or coloring. The most even and beautiful varnishes will appear to be mere roughness. But the nearer we examine the works of God, even in the least of his productions, the more sensible shall we be of his wisdom and power. In the numberless species of insects, what proportion, exactness, uniformity, and symmetry do we perceive in all organs! what profusion of coloring! azure, green and vermilion, gold, silver, pearls, rubies

and diamonds; fringe and embroidery on their bodies, wings, heads, and every part! how high the finishing, how inimitable the polish we every where behold.

Malleable Glass.

In a late number of the New York Tribune it is stated that Prof. Shoenbein, of Basle, who invented the gun cotton, has lately, to a certain point, discovered *malleable glass*. He renders *paper paste* (papier maché) transparent by causing it to undergo a certain metamorphosis which he terms *catalytic*, for want of an intelligible term. He makes of this new paper, panes of glass, vases, bottles, &c., perfectly impermeable to water—and which may be dropped on the ground without breaking—and are *perfectly transparent*.

Answers of the Deaf and Dumb.

The following are the extraordinary answers to questions proposed to some of the elder pupils of the "Deaf and Dumb Institution of Paris," at a public examination:

What is *eternity*?

It has neither birth, death, youth, infancy, nor old age. It is to-day, without either yesterday or to-morrow; the circular day without succession, the *non-age*.

What is *difficulty*?

A possibility with an obstacle.

What is *ingenuousness*?

Ingenuousness is being natural, frank, and candid, without running or disguise, and free from subterfuge in word or action. Peasants and country people are generally *simple*, because their minds are not cultivated; children and youths of good family, who have been well educated, are *ingenuous*, because their hearts are not corrupt.

What do you understand by *idea*, *thought*, *judgment*, *reasoning*, and *method*?

Idea is the result of attention, and paints the object to the mind: *thought* unites two or more ideas in comparison: *judgment* decides upon their value: *reasoning* connects these comparisons and judgments, and deduces one from the other; and *method* is the art of doing any thing according to rule.

What is *grace*?

Grace is something divine diffused over the whole body, and apparent in motion and gesture.

Grace is a gift—a favor.

Grace is the aid of divine inspiration.

What is *modesty*?

Modesty, the most interesting of virtues, colors the brow of an honest man, or that of a young girl, with a delightful carnation. It is a legitimate antipathy, evinced by an amiable blush, at the sight of any thing repugnant to virtue.

What is *clemency*?

A magnificent pardon.

What is the difference between a *handsome* woman and a *pretty* one?

A *handsome* woman has a powerful charm which excites our admiration. She strikes us by the noble and regular proportions of her body, and by the roses and lilies of her complexion. A *pretty* woman pleases and interests us by the delicacy of her features and the grace of her manners. She is like a jewel which we love more than we admire. A *handsome* woman is handsome only in one way; a *pretty* one is pretty in a thousand.

What is the difference betwixt *fine* and *magnificent*?

For works of art or production of the mind to be *fine*, they must have regularity, a noble simplicity and grandeur; but *magnificence* adds to them an extraordinary splendor arising from an assemblage of perfections and proportions, which we cannot help admiring. A union of the *fine* and the *magnificent* produces the *sublime*, which elevates, ravishes, and transports us. The sublime is always natural.

What is *happiness*?

To taste of the enjoyments of life, is only pleasure. *Happiness* is the peace of conscience.

Family Government.

The following is not new, yet it is both good and true, and we doubt not that nearly the same scene is enacted every year in thousands of families. Let every parent determine as to what is proper for the child, and then, with decision and firmness, adhere to it. By this means much vexation and consequent insubordination would be avoided.

Child.—Mother, I want a piece of cake.

Mother.—I haven't got any; it's all gone.

Child.—I know there's some up in the cupboard; I saw it when you opened the door.

Mother.—Well, you don't need any now—cake hurts children.

Child.—No it don't (whining)—I do want a piece; mother, mayn't I have a piece?

Mother.—Be still, I can't get up now, I'm so busy.

Child.—(still crying) I want a piece of cake.

Mother.—(Rising hastily and reaching a piece) there, take that and hold your tongue! Eat it up quick. I hear Ben coming.—Now don't tell Ben you've had any.

(*Ben enters*.)—*Child*.—I have had a piece of cake; you can't have any.

Ben.—Yes I will; mother, give me a piece.

Mother.—There, take it; it seems as if I never could keep a bit of anything in the house. You see, sir, if you get any more.

(Another room.)—*Child*.—I've had a piece of cake!

Young sister.—Oh, I want some too.

Child.—Well, you bawl, and mother 'll give you a piece; I did.

Effects of Imagination.

A correspondent of the Medical Journal, who says he is a practicing physician in Worcester county, Mass., and is 75 years of age, communicates for that Journal the following anecdote:

In an early part of my practice I was called into a neighboring town to visit a patient. It being about the middle of the day, the old gentleman of the house (being over 60 years of age) invited me to stop and dine. While at dinner, he says, "I don't know as you like my dinner." "Why yes," said I, "I do; I like it very well; it is very good." "I guess," said he, "you don't know what you are eating." "Why, yes," said I, "it is some new corned beef." "Ah," said the old gentleman, "it is horse beef." I replied, "I don't believe it." "It is," said he, "I declare it is some of my old mare." I was not much acquainted with him at that time; I looked at him, supposing him to be joking, but could not discover a muscle of the face to alter or change. I had just taken another piece on my plate, and a mouthful of the second slice in my mouth, and in fact it was horse-meat sure enough; I could taste it as plainly as my olfactory nerves could discover the scent of an old horse. The more I chewed it the more disagreeable it tasted. I continued picking and tasting a little sauce which I could swallow, but the meat, as the negro said, would no go. I at last gave a swallow, as I do with a dose of physic. I thought that I should have thrown the whole contents of my stomach up at the table. I afterwards tasted a little sauce, but took care not to put any meat into my mouth, and kept time with the family. Glad was I when dinner was over. It being cool weather, the old gentleman went to smoking and telling stories. At last he says, "I won't leave you in the dark about your dinner. I told you we had horse meat for dinner, and so it was. I told you it was some of my old mare, and so it was, for I swapt her away for a steer, and that was some of her beef."

I have ever since been glad that the gentleman put the joke upon me, for I should never otherwise have known how far imagination would have carried me.

Temperature of Rooms.

The Salem Observer publishes some timely cautions from the pen of Dr. Bates, of Norridge-wood, which are worthy the attention of heads of families and persons using stoves. The Doctor recommends that a thermometer be kept in a room warmed by air-tight stoves, rather than trust the fallacy of one's feelings for its regulation. The temperature, to preserve health, should not exceed 65 degrees. If a comfortable warmth is not secured at this temperature, it is better to put on more clothing than to increase the heat. These remarks apply to every other method of warming rooms. A temperature of 70 degrees will debilitate a person in health. In the sick room it is

often 10 degrees higher. No wonder then the sick are often so long prostrated. The marvel is that they ever get well. A room warmed by a stove should be well ventilated, or the atmosphere will very soon become impure, and promote disease.

The Dew.

The theory of the dew is interesting to all the admirers of nature, and illustrates in a striking manner the beautiful economy of the operations of her system. Professor Johnson, in his agricultural chemistry, remarks: "The dew is celebrated at all times, and in every tongue, for its sweet influence presents the most beautiful and striking illustration of the agency of the economy of nature, and exhibits one of the wise and bountiful adaptations by which the whole system of things, both animate and inanimate, is fitted and bound together. All bodies on the surface of the earth radiate or throw out rays of heat in straight lines, every warmer body to every colder, and the entire surface is itself continually sending rays upward through the clear air into free space. Thus, on the earth's surface, all bodies strive, as it were, after an equal temperature, (an equilibrium of heat,) while the surface as a whole tends generally towards a cooler state. But while the sun shines, this cooling will not take place, for the earth then receives in general, more heat than it gives off; and if the clear sky be shut out by a canopy of clouds, these will arrest and again prevent it from being dissipated. At night, then, when the sun is absent, the earth will cool the most; on clear nights, also, more than when cloudy, and when clouds only partially obscure the sky, those parts will become coolest which look towards the clearest portions of the heavens. Now when the surface cools, the air in contact must cool also, and like the warm currents on the mountain side, must forsake a portion of the watery vapor it has hitherto retained. This water, like that floating mist on the hills, descends in particles almost infinitely minute. These particles collect upon every leaflet, and suspend themselves from every blade of grass, in drops of "pearly dew." And mark here a beautiful adaptation. Different substances are endowed with the property of radiating their own heat, and these substances, which in the air become cool at first, also attract first, and most abundantly, the particles of falling dew.

Lake Titicaca.

The shores of lake Titicaca, in Peru, 2,700 feet above the level of the sea, are enclosed by a thick forest of a beautiful rush, which plays an important part in the economy of the surrounding district. Indeed, the people of that country would live in great wretchedness, if nature had not bestowed on it these plants, for it lies far above the limit of trees, and only a few bushes grow in its neighborhood. These rushes not only supply the natives with fuel, covering for their huts, and with

matting, but they supply material for the construction of their rude bolsas, or boats, which are merely rush woven, as are also the sails that waft them across the waters.

Extensive Wilderness.

It is known to but very few citizens, that there is in the northeastern portion of the State of New York, an almost unexplored wilderness, embracing a territory much larger than the entire state of Massachusetts, and capable, if as thickly settled, of containing more than a million of inhabitants. There are, in this wilderness, about two hundred lakes, of two miles and upwards each in diameter; and some of them fifteen, eighteen, and even twenty miles in length. The Blue Mountain Lake is described by Rev. Mr. Todd, as being upwards of eighteen feet above the level of Lake Champlain, and excelling in point of location, the beauty of Horicon, (better known as Lake George.) Near Long Lake, in the very heart of the forest, is a little community of fourteen families, who subsist by fishing, hunting, &c., and have lived in comparative ignorance until they were visited a few years since by the eminent divine above named. Besides these, this immense tract of land has never been explored by any, save by hunters and Indians, who have penetrated but a short distance, so far as ascertained. They have in some instances, however, been overtaken by storms, and their sufferings and trials during these inclement seasons, together with their gaming exploits, would, in the hands of a proper person, furnish ample material for a very exciting and interesting romance.

St. Louis Rep.

The "Camel" and the "Needle's Eye."

Lord Nugent, in his recent publication, "Lands Classical and Sacred," has given an application of the words which at once proves the fitness of the expression for the object our Savior had in view. Lord Nugent describes himself as about to walk out of Hebron through the large gate, when his companions seeing a train of camels approaching, desired him to go through "the eye of the needle;" in other words, the small side gate. This his lordship conceives to be a common expression, and explanatory of our Savior's words: for, he adds, the sumpter camel cannot pass through unless with great difficulty, and stripped of his load, his trappings, and his merchandise.

Moonlight.

The moon, when at full, reflects upon the earth only about one three-thousandth part of the light of the sun; and the lunar rays, even when concentrated by a powerful lens, and the focus directed upon the bulb of a delicate thermometer, do not affect it in the slightest degree; hence the phrase, "the pale cold moon," is not only poetically beautiful, but philosophically correct.

From the Athenaeum and Visitor.

Bishop George and the Young Preacher.

An aged traveler, worn and weary, was gently urging on his tired beast, just as the sun was dropping behind the range of hills that bounds the horizon of that rich and picturesque country in the vicinity of Springfield, Ohio. It was a sultry August evening, and he had journeyed a distance of thirty-five miles since morning, his pulses throbbing under the influence of a burning sun. At Fairfield he had been hospitably entertained, by one who had recognised the veteran soldier of the cross, and who had ministered to him for his Master's sake, of the benefits himself had received from the hand which feedeth the young lions when they lack; and he had traveled on refreshed in spirit. But many a weary mile had he journeyed over since then, and now as the evening shades darkened around, he felt the burden of age and toil heavy upon him, and he desired the pleasant retreat he had pictured himself when that day's pilgrimage should be accomplished.

It was not long before the old man checked his tired animal at the door of the anxiously looked for haven of rest. A middle aged woman was at hand, to whom he mildly applied for accommodation for himself and horse.

"I don't know," said she, coldly, after scrutinising for some time the appearance of the traveler, which was not the most promising, "that we can take you in, old man. You seem tired, however, and I'll see if the minister of the circuit, who is here to night, will let you lodge with him."

The young circuit preacher soon made his appearance, and consequentially swaggering up to the old man, examined him for some moments inquisitively; then asked a few impertinent questions—and finally, after adjusting his hair half-a-dozen times, feeling his smoothly shaven chin as often, consented that the stranger should share his bed for the night, and turning on his heel entered the house.

The traveler, aged and weary as he was, dismounted, and led his faithful animal to the stable, where, with his own hands he rubbed him down, watered him, and gave him food, and then entered the inhospitable mansion where he had expected so much kindness. A Methodist family resided in the house, and as the circuit preacher was to be there that day, great preparations were made to entertain him, and a number of the Methodist young ladies of the neighbourhood had been invited, so that quite a party met the eyes of the stranger as he entered, not one of whom took the slightest notice of him, and he wearily sought a vacant chair in the corner, out of direct observation, but where he could note all that was going on. And his anxious eye showed that he was no careless observer of what was transpiring around him.

The young minister played his part with all the frivolity and foolishness of a city beau, and nothing like religion escaped his lips. Now

he was chattering and bandying senseless compliments with this young lady, and now engaged in trifling repartee with another, who was anxious to seem interesting in his eyes.

The stranger, after an hour, during which no refreshments had been prepared for him, asked to be shown to his room, to which he retired unnoticed—grieved and shocked at the conduct of the family and the minister. Taking from his saddlebags a well worn bible, he seated himself in a chair, and was soon buried in thoughts, holy and elevating, and had food to eat which those who passed him by in pity and scorn dreamed not of. Hour after hour passed away, and no one came to invite the old, worn down traveler, to partake of the luxurious supper which was served below.

Towards eleven o'clock the minister came up stairs, and without pause or prayer, hastily threw off his clothes, and got into the very middle of a small bed, which was to be the resting place of the old man as well as himself. After a while the aged stranger, rose up, and after partially disrobing himself, knelt down, and remained for many minutes in fervent prayer. The earnest breathing out of his soul soon arrested the attention of the young preacher, who began to feel some few reproofs of conscience for his own neglect of this duty. The old man now rose from his knees, and after slowly undressing himself, got into the bed, or rather, upon the edge of the bed, for the young preacher had taken possession of the centre and would not, voluntarily, move an inch. In this uncomfortable position the stranger lay for some time, in silence. At length the younger of the two made a remark, to which the elder replied in a style and manner that arrested his attention. On this he moved over an inch or two, and made more room.

"How far have you come to day old gentleman?"

"Thirty-five miles."

"From where?"

"From Springfield."

"Ah indeed! You must be tired after so long a journey, for one of your age."

"Yes, this poor old body is much worn down by long and constant travel, and I feel that the journey of to-day has exhausted me much."

The young minister moved over a little.

"You do not belong to Springfield, then?"

"No. I have no abiding place."

"How?"

"I have no continuing city. My home is beyond this vale of tears."

Another move of the minister.

"How far have you traveled on your present journey?"

"From Philadelphia."

"From Philadelphia! (In evident surprise.)—The Methodist General Conference was in session there a short time since. Had it broken up when you left?"

"It adjourned the day before I started."

"Ah, indeed!"—moving still farther over towards the front side of the bed, and allowing the stranger better accommodations. "Had Bishop George left when you came out?"

"Yes—he started the same time I did?—we left in company?"

"Indeed!"

Here the circuit preacher relinquished a full half of the bed, and politely requested the stranger to occupy a larger space.

"How did the Bishop look. He is getting quite old now and feeble is he not?"

"He carries his age tolerably well. But his labor is a hard one, and he begins to show signs of failing strength."

"He is expected this way in a week or two—How glad I shall be to shake hands with the old veteran of the Cross! But you say you left in company with the good old man—how far did you come together?"

"We traveled alone for a small distance."

"You traveled alone with the Bishop?"

"Yes we have been intimate for years!"

"You intimate with Bishop George?"

"Yes, why not?"

"Bless me! Why did I not know that? But may I be so bold as to enquire your name?"

After a moment's hesitation, the stranger replied—

"George."

"George! George! Not Bishop George?"

"They call me Bishop George," meekly replied the old man.

"Why—why—bless me! Bishop George!"—exclaimed the now abashed preacher—springing from the bed—"You have had no supper! I will instantly call up the family. Why did you not tell us who you were?"

"Stop—stop—my friend," said the Bishop, gravely. "I want no supper here, and should not eat any if it were got for me. If an old man, toil worn and weary, fainting with traveling through all the long summer day, was not considered worthy of a meal by this family, who profess to have set up the altar of God in their house, Bishop George surely is not. He is, at best, but a man; and has no claims beyond those of common humanity."

A night of severer mortification the young minister had never experienced. The Bishop kindly admonished him, and warned him of the great necessity there was of his adorning the doctrines of Christ, by following him sincerely and humbly. Gently but earnestly he endeavored to win him back from his wanderings of heart, and direct him to trust more in God and less in his own strength.

In the morning the Bishop prayed with him, long and fervently, before he left the chamber; and was glad to see his heart melted into contrition. Soon after, the bishop descended, and was met by the heads of the family with a thousand

sincere apologies. He mildly silenced them, and asked to have his horse brought out. The horse was accordingly soon in readiness, and the Bishop, taking up his saddlebags, was preparing to depart.

"But surely, Bishop," urged the distressed matron, "you will not thus leave us? Wait a few minutes,—breakfast is on the table."

"No, Sister L——, I cannot take breakfast here. You did not consider a poor toil-worn traveler worthy of a meal, and your Bishop has no claim but such as humanity urges."

And thus he departed, leaving the family and minister in confusion and sorrow. He did not act thus from resentment, for such an emotion did not raise in his heart, but he desired to teach them a lesson such as they would not readily forget.

Six months from this time the Ohio Annual Conference met at Cincinnati, and the young minister was to present himself for ordination as a deacon; and Bishop George was to be the presiding bishop.

On the first day of the assembling of the Conference, our minister's heart sunk within him as he saw the venerable Bishop take his seat. So great was his grief and agitation, that he was soon obliged to leave the room. That evening, as the Bishop was seated alone in his chamber, the Rev. Mr. ——— was announced, and he requested him to be shown up. He grasped the young man by the hand with a cordiality which he did not expect, for he had made careful inquiries, and found that, since they had met before, a great change had been wrought in him. He was now as humble and pious, as he was before self-sufficient and worldly-minded. As a father would have received a disobedient but repentant child, so did this good man receive his erring but contrite brother. They mingled their tears together, while the young preacher wept as a child, even upon the bosom of his spiritual father. At that session he was ordained, and he is now one of the most pious and useful ministers in the Ohio Conference.

Truth.

If a man be sincerely wedded to truth, he must make up his mind to find her a portionless virgin; and he must take her for herself alone. The contract, too, must be to love, cherish, and obey her, not only unto death, but beyond it; for this is a union that must survive not only death, but time, the conqueror of death. The adorer of truth, therefore, is above all present things—firm in the midst of temptation, and frank in the midst of treachery, he will be attacked by those who have prejudices simply because he is without them; decried as a bad bargain by all who want to purchase, because he alone is not to be bought; and abused by all parties, because he is the advocate of none, like the dolphin, which is always painted more crooked than a ram's horn, although every naturalist knows that it is the straightest fish that swims.

Dr. Chalmers—An Example to Youth.

It is estimated, in the Edinburgh journals, that the funeral of Dr. Chalmers was attended by at least one hundred thousand persons. Scotland had never before, in the memory of man, witnessed such a funeral; and it was a tribute never to be paid except to a very rare combination of intellectual and moral greatness. He was the champion of truth and every noble virtue, and by his goodness and greatness had purchased the homage and gratitude of mankind.

Like all truly great men, he has left the impress of his character on the age in which he lived. Indeed, such men create an era in the world's history. Mathematics was, in early life, his favorite science; but he learned to estimate "magnitude and the proportions of magnitude" chiefly in the relations of time to eternity. His conversion took place after he entered on the public duties of life; and we can readily conceive the impression made on his noble nature when his mighty mind first submitted to the teachings of the Holy Spirit with the humility of "a little child."

When Moses, the leader of Israel's hosts, ascended Mount Nebo, from the plains of Moab, and was thence removed to the upper world, his departure was made known by Jehovah, to Joshua, in the words, "Moses my servant is dead." The Moderator of the General Assembly of the Free Church of Scotland, made these words the basis of his funeral discourse on the death of Dr. Chalmers. He was the great leader of the five or six hundred independent churches in Scotland, in that most remarkable event in ecclesiastical history, when they threw off all connection with the state establishment, and magnanimously encountered poverty and the oppression of civil power.

Well may Scotland remember with veneration her most distinguished son; an ornament alike to his country and race. What a sublime spectacle! A man without wealth or patronage, or any civil office, is conveyed to his resting place, and the tears of a nation honor his grave.

What a noble, inspiring example to youth! His mental strength and grasp was the result of personal effort. His moral greatness, the crowning excellence of his character, was the result of humble submission to divine teaching, and of that reliance on Omnipotence which made him ever bold before men. When such a man "rests from his labors" his "works follow him," and the spontaneous sentiment of mankind is, that he is not dead, but that his sun has gone down in glory to rise in brighter heavens.—*Boston Atlas*.

A Brave Thought on Suicide.

Cicero, in his treatise on old age, says that man is a sentinel placed on his post by God, the great commander of the world; nor can he—man—honorably leave his post, until his great commander takes him from it.

Objects worthy of Pursuit.

Providence seems constantly to indicate to us that there are higher and nobler objects of pursuit than mere external condition. We are reminded that the cultivation of the mind, the improvement of the heart, the enlarging and purifying and extending the intellectual and moral powers of our nature, deserve the most serious regard. What a man does to multiply his acquisitions, will be much less a subject of concern to him, than how he has used them; and what he may have done for himself, of vastly less consequence, in the great day of account, than what he has attempted for the interest of his fellow men. What may be obtained of this world's goods is as transient as is every thing connected with sublunary concerns, but accessions to mind, contributions to the generous and noble affections of our nature, are as durable as the soul, and will survive the wreck of matter and the crush of worlds.

Cobbett.

This extraordinary man, alluding to the number of his "works," observed: If any young man wish to know the grand secret relative to the performance of such wondrous labor, it is told him in a few words—be abstinent—be sober—go to bed at eight o'clock and get up at four—the last two being of still more importance than the two former. A full half of all that I have ever written, has been written before ten o'clock in the day; so that I have had as much leisure as any man that I ever knew any thing of. If young men will but set about the thing in earnest, let them not fear of success; they will soon find that it is disagreeable to sit up, or to rise late. Literary coxcombs talk of "consuming the midnight oil." No oil, and a very small portion of candles, have I ever consumed, and I am convinced that no writing is so good as that which comes from under the light of the sun.

Lord Timothy Dexter.

Every New England man has heard of that extraordinary man, Lord Timothy Dexter, of Newburyport. In looking over our file of papers for 1801, says the Salem Register, we found the following characteristic specimen of his literary ability, copied *verbatim et literatim* from his own writing. It is a part of a schedule of the ornaments then already executed, and in contemplation to be erected around his residence:

"The 3 presedents, Doctor franklin, John hen Cock, and Mr hamelton, and Rouffous king, and John Jea. 2 granedears on the top of the hous, 4 Lions below; 1 Eagel is on the Coupulow, one Lamb to lay down with one of the Lions—one Younecorne, one Dogg, Adam and Eave in the garden—one horse. The houll is not concluded on as yet."

THE SCHOOL FRIEND.

CINCINNATI, OCTOBER 1, 1847.

To Correspondents.

We have several communications on hand, some of which it was our intention to publish in this number; but in the circumstances incident to an enlargement of our paper, it was found necessary to defer them, and also some other articles that we had prepared, to the next number. Though our limits will not permit us to publish all that we receive, yet we are thankful to our friends for their favors of this kind; and invite those, who have the leisure and capacity to write, to furnish us with short, pointed, and well written articles relative to education, and especially to common schools.

Arithmetical Questions.

We call the attention of teachers to the arithmetical solutions published in this number. In addition to those published, we received solutions from Mr. R. C. Reed, Mr. John Smith, and Mr. W. C. Nimmo, but they came to hand too late for insertion in this number. A short and clear analytical solution to this question, which may be readily applied to all problems of a similar character, will be found in a new elementary work on Algebra, now preparing for publication, by the author of Ray's Arithmetical Series.

BOOKS FOR TEACHERS.

Baldwin's Pronouncing Gazetteer.

Besides the ordinary text books used in the different classes, there are a few works of reference that should find a place on the desk of every teacher. No subject has given more trouble to that most meritorious class of instructors, who desire to be in all things a model worthy of imitation by their pupils, than that of the pronunciation of Geographical names.

Until recently there was no work that even pretended to give the pronunciation of any thing more than the most common words, so that whatever might be the aspirations of the teacher, to render himself perfectly qualified in this respect, there was no authority to which he could refer. This desideratum is at length most happily supplied by the publication of BALDWIN'S PRONOUNCING GAZETTEER.

It contains the pronunciation of every Geographical name of any importance, besides furnishing in a concise and interesting manner, the information usually contained in a Gazetteer. In ascertaining the correct pronunciation of names derived from so many different languages, the greatest pains appear to have been taken to consult not only the best printed authorities in each, but also to derive additional information from eminent living scholars. It is a work of great value, not only to instructors, but to every one who desires to read a newspaper intelligently. It should be found in every family library, and especially in the hands of every teacher of Geography.

Towndrow's System of Penmanship.

The importance of acquiring the art of writing well and rapidly will hardly, at this day, be denied by any. The advantages possessed by one who is a good writer, over another whose writing is hardly legible to himself even, and much less so to any one else, are so numerous and palpable, that it is unnecessary to enumerate any of them here. But, notwithstanding the importance of this accomplishment, how few of those whose education is obtained in our common schools are even

passable writers! We believe that, considering its relative importance, no branch of instruction is so poorly taught, in common schools generally, as that of Penmanship. There are few who have received any education, who cannot read at least well enough to make themselves easily understood, or who do not understand the common rules in arithmetic. How few are comparatively as far advanced in Penmanship! May not this be in part accounted for by the fact, that teachers have, almost universally, the aid of books in teaching the former branches, while in the latter they are accustomed to depend entirely upon themselves? Is it not as reasonable to expect the teacher to furnish rules in arithmetic and examples for practice, from his own knowledge and invention, as to furnish rules and examples in penmanship? It is indeed true, that good writers are made principally by practice,—but it is necessary that this practice should be rightly directed,—that the pupil should have a correct pattern to follow, and be taught how with most facility and perfection he may imitate it. To furnish this great desideratum is the object of TOWNDROW'S SYSTEM OF PENMANSHIP. It is the result of long experience of the author in teaching this branch in public and private schools, and is, we believe, better adapted to the purpose for which it is intended than any other work of the kind. It consists of seven numbers, or copy books,—each containing twenty-four elegantly engraved copper-plate copies, and twenty-four pages of very superior paper, ruled with horizontal and perpendicular lines to match the copies. Directions are also given for disposing the body, holding the pen, &c. The copies are progressively arranged, leading the learner by an easy path from the simplest characters to a finished and elegant handwriting. Very great care is taken in the mechanical execution of this work. The copies were engraved by one of the best artists in the country, and none but very superior paper is used in the manufacture of the books. In order to secure for it as large a circulation as possible, the price has been fixed at a very low rate. It is published and for sale in Cincinnati, by W. B. Smith & Co. We recommend teachers to make trial of this work in their schools, and are confident that having once introduced it, the advantages of its use will be found so great that they will not easily be induced to dispense with it.

Marshall's Astronomical Atlas.

Among the most valuable of the recent publications calculated to excite a thirst for knowledge, and a desire for improvement in the minds of the young, we may rank the Astronomical Atlas of the Rev. C. K. Marshall.

It consists of a large and elegant Map covering twenty square feet of surface, and an explanatory volume of letter press. The Map embraces beautiful telescopic views of the most important members of the solar system. These are interwoven with brief and comprehensive letter press explanations, designed to explain and illustrate the most interesting and important astronomical phenomena, and impress on the mind of the observer, the great facts of this most sublime science.

We regard the work as an original and happy contrivance to interest the youthful mind in the mysteries of astronomy, and we can scarcely conceive it possible that this map should hang in the family parlor, without creating in the minds of the younger members of the family, a strong desire to become acquainted with the laws that govern that great system of being, of which our earth forms such an insignificant part.

This beautiful map is so arranged, with its ornaments, views, and diagrams, as to recall to the mind of the Scholar, not only the Science of Astronomy in its present state, but also many of the leading facts connected with its history, from the time when the shepherd as-

tronomers on the plains of Chaldaea, delighted to watch the movements of the celestial orbs, as,

"In their everlasting round they onward roll'd,"

to that more recent period, immortalized by the calculations and predictions which resulted in the discovery of the planet Neptune.

The accompanying volume contains an eloquent and graphic outline of the history of Astronomy, including an explanation of the various views and diagrams on the Atlas.

The whole constitutes a work of easy reference, while at the same time it forms a beautiful and instructive ornament, and we believe will be found an important auxiliary in promoting a knowledge of astronomy in the various institutions of learning.

It is for sale by the agent, MARTIN BOMBERGER, Fourth street, Cincinnati.

Ohio Common School Journal.

Although we have before referred to this paper, and to the educational zeal and ability of its editor, yet we wish again to call the attention of our readers to it, especially of those living in Ohio.

In every state, it is important for the interests of education that there should be some periodical that will publish all the school laws, and attend particularly to fostering the educational interests of the state. This matter is well understood at the East, and accordingly we find that several of the older states, for instance, New York and Massachusetts, each have an educational journal, a copy of which is sent, at the expense of the state, to every school district in it. Ohio has not yet advanced so far as to take this step, and, at least until it is done, the friends of education in the state should take an especial interest in sustaining Dr. Lord's paper, which is published at Columbus, and is really, what its name imports, the *Ohio Common School Journal*.

It is a work of the first rank among the educational periodicals of the Union, and should be in the hands of every teacher and school officer in the state. It contains all the public documents relating to education, issued in Ohio, besides a large amount of other valuable matter, instructive and interesting both to teachers and school officers. If any teacher wishes to make an investment that will be returned with more than compound interest, let him subscribe for a few of the best educational periodicals, and especially for the *Ohio Common School Journal*, which is published monthly, at fifty cents per year. Those wishing to obtain it can do so by sending their names and subscriptions enclosed to A. D. Lord, Columbus, Ohio.

Hours of Confinement in School.

MILLERSBURG, Ky., July, 1847.

MR. EDITOR—I have been reading "The School Friend" ever since first issued, and have learned from it many things new and valuable. I, as a well-wisher to the cause of common schools, and the advancement of youth, wish to know the number of hours that a common school should be kept in operation during the day; or how long should small children be confined each day. Various opinions, relative to this, exist in Kentucky. Some maintain that seven hours are long enough to keep children confined, for their greatest improvement; while others suppose that ten hours is a period short enough. If you, Mr. Editor, or any teacher or correspondent, will write a short

essay on this part of school teaching, it will be heartily welcomed by many of your readers.

ENQUIRER.

The preceding communication involves the discussion of a subject that, when viewed in all its legitimate bearings, is one of the most important in education. At the present, however, we have neither space nor time to do more than make a few suggestions.

We take it for granted, that the object of most parents who send their children to school, is, to have them acquire the most knowledge in the shortest possible time.

The first thought that strikes one who has not studied the subject, is, that the amount of knowledge acquired by the pupil, is in direct proportion to the amount of time spent in study and recitation. It is well known that, in some sections of the country, there are persons to be found, who very gravely assert, that the teacher should not only instruct his pupils ten hours per day, but as, (in their opinion,) his occupation is of a very lazy and idle nature, that his hours of employment should exceed those of a common laborer.

It requires, however, but a very limited experience to ascertain that such continuous exertion of the intellect, would soon render the efforts of both pupils and teacher alike impotent. The mind of each would soon grow weary, and lose the power of either giving or receiving impressions. The health of the body, as an inevitable consequence of the over-exertion of the mind, would soon fail, and the experiment, if persevered in, would be attended with the most deplorable results to all concerned.

But this is on the supposition that the hours of confinement in the school-room, were all spent in study and recitation. Such, however, would not be the case; the instructor would soon become weary, and would fall into idle and listless habits; the pupils would soon fall into the same, or a worse condition, and the fruits of the experiment would most probably be, that they would acquire idle and disorderly habits, with but little useful knowledge. There is, then, obviously a limit, beyond which it is improper for either pupils or instructor to be confined in the school-room.

Whatever may be the differences of opinion with regard to the details of this subject, the general principles upon which the hours of confinement in the school-room should be regulated are very obvious, and may be stated, in general terms, thus:

First. The whole amount, during each day, should not be so great as to affect injuriously the health of either pupils or teacher.

Second. It should not be so great, at any one time, as to greatly fatigue the attention of the pupils, or unfit them for studying with energy.

Third. It should be such as, without materially interfering with health, will enable the pupil to acquire the greatest amount of knowledge in any given period of time.

It is obvious that these conditions may be fulfilled by different periods in different cases; and that the proper period, in each case, can only be determined by experiment. With regard to the first, general experience seems to have decided, that from five to seven hours is the proper period of time, during one day, for pupils to be confined to the school-room. The period most generally adopted in this country in the best schools, and for pupils of a middle age, is six hours. Children under ten years of age, however, should not be confined, at most, more than four or five hours per day; and then not more than one hour, or one hour and a half, at a time.

With regard to the second condition,—with pupils of a middle age,—the best practice seems to be that which allows an interval of one or two hours in the middle of

the day, and two short recesses of ten or fifteen minutes each—one about the middle of the forenoon, and the other in that of the afternoon. As just remarked, children under ten years of age should not be confined, at any one time, longer than about one hour. If they are permitted to stretch their limbs, and have a little play, it will have a good influence upon both mind and body, and they will learn more, with four hours per day, during which they are properly managed and carefully instructed, than with twice that amount of continued attention, allowing them no recess but the interval at noon.

The amount of confinement, however, which children will bear, without injury to their health, depends, to a considerable extent, on the size and situation of the school-house, its capability of being well ventilated, &c. On these subjects our readers will shortly find something in our pages.

In conclusion, for the present, we remark, that where the teacher is the right kind of a man, and a proper degree of feeling and confidence exists between him and the parents of his pupils, there ought to be no question as to whether he shall teach six or eight hours per day. He should spend just so much time with his pupils as he finds will be to their greatest advantage; and parents should recollect that it is not the number of hours that the teacher spends with his pupils, but the manner in which he employs them, that conduces most to their improvement. Ed.

Solutions to the Arithmetical Questions in the School Friend, No. 12.

Question 1st.—If 4 acres pasture 40 sheep 4 weeks, and 8 acres pasture 56 sheep 10 weeks, how many sheep will 20 acres pasture 50 weeks, the grass growing uniformly all the time?

Solution 1st.—Suppose each sheep eats 1 pound of grass per week, then 40 sheep will eat 40 lbs. per week, and in 4 weeks they will eat 160 lbs. Hence 160 divided by 4, the number of acres, gives 40 pounds for the amount of grass, including growth, on 1 acre in 4 weeks.

Also, 56 sheep will eat 56 pounds in 1 week, and 560 pounds in 10 weeks, and 560 divided by 8, the number of acres, gives 70 pounds for the amount of grass including growth on 1 acre in 10 weeks.

Hence $70 - 40 = 30$ pounds, the growth of 1 acre in 6 weeks, and 30 divided by 6 gives 5 pounds for the growth of 1 acre in 1 week.

And 5×4 gives 20 pounds for the growth of one acre in 4 weeks.

Also $40 - 20 = 20$ pounds the original quantity on one acre.

$20 \times 20 = 400$ pounds, the original quantity on 20 acres.

$20 \times 5 = 100$ pounds, the growth of 20 acres in one week.

$100 \times 50 = 5000$ pounds, the growth of 20 acres in 50 weeks.

Then $5000 + 400 = 5400$ pounds, the whole amount on 20 acres in 50 weeks.

50 weeks would, by the supposition, require 50 pounds for 1 sheep.

Then 5400 divided by 50 gives 108 for the number of sheep required.

Solution 2d, by Chas. E. Matthews, A.M.—Suppose the weekly growth of an acre to be 10 lbs.

then the growth of 4 acres, in four weeks, would be 160 lbs, and the growth of 8 acres, in 10 weeks, would be 800 lbs; and the growth of 20 acres in 50 weeks would be 10000 lbs. Then 4 acres and 160 lbs. is the food of 40 sheep for 4 weeks, or 160 sheep for 1 week; and 8 acres and 800 lbs. is the food of 56-sheep for 10 weeks, or 560 sheep for 1 week. But if it takes 560 sheep 1 week to eat 8 acres and 800 lbs. then 280 sheep, in 1 week, can eat 4 acres, and 400 lbs. But 160 sheep, in 1 week, can eat 4 acres and 160 lbs. Then 120 sheep can eat 240 lbs. in 1 week, and 1 sheep can eat 2 lbs. in 1 week, and 40 sheep, in 4 weeks can eat 320 lbs; but 40 sheep in 4 weeks can eat 4 acres and 160 lbs. Hence 4 acres and 160 lbs. must represent the same quantity as 320 lbs; and in order to this, 4 acres must be the same as 160 lbs. and therefore 20 acres must be 800 lbs: and 20 acres, with their growth for 50 weeks,—which is 10000 lbs. more,—would be 10800 lbs. And the question now is, how many sheep will eat 10800 lbs. in 50 weeks, if each sheep eats 2 lbs. a week. Each sheep eats 50×2 or 100 lbs. in 50 weeks; and 10800 divided by 100, or 108, will be the number of sheep required.

A question similar to this, and involving the same principles, has been famous among arithmeticians since the days of Sir Isaac Newton. See Ray's Arithmetical Key, page 298. There are several different methods of solution, but there is none more easily understood than those presented above.

Question 2d.—There is a cistern which has a stream of water running into it; it has ten cocks which, when running, will empty it in $2\frac{1}{2}$ hours; six of them will empty it in $5\frac{1}{4}$ hours; how long will it take three of them to empty it, the stream of water in each case being supposed to be running into the cistern constantly?

Solution.—Suppose each cock discharges 6 gallons per hour, then in $2\frac{1}{2}$ hours one cock will discharge 15 gallons, and 10 cocks will discharge 150 gallons. Also, in $5\frac{1}{4}$ hours one cock will discharge 33 gallons and 6 cocks will discharge 198 gallons. Then 150 subtracted from 198 will leave 48, the number of gallons which ran into the cistern in 3 hours, ($5\frac{1}{4} - 2\frac{1}{2} = 3$ hrs.): hence 48 divided by 3, gives 16 for the number of gallons which ran into the cistern in one hour. Then 16 multiplied by $2\frac{1}{2}$ gives 40 for the number of gallons which run into the cistern in $2\frac{1}{2}$ hours.—But in $2\frac{1}{2}$ hours the ten cocks discharge 150 gallons which empties the cistern. Hence the cistern contains $150 - 40 = 110$ gallons.

Again, since one cock will discharge 6 gallons per hour, and three cocks will discharge 18 gallons per hour, and since, as has just been shown, 16 gallons run into the cistern in one hour, therefore $18 - 16 = 2$, the number of gallons per hour which three cocks will discharge more than flows in. Hence 110 divided by 2 gives 55 for the

number of hours which the three cocks will require to empty the cistern.

Note.—It is not material what quantity is assumed as the number of gallons which each cock discharges per hour, except that it is best to take such a number as will avoid fractions.

Arithmetical Questions for the School Friend, No. 1, Vol. 2.

Question 1st.—By Henry Gilbert.—Five persons have each a certain sum of money; A, B and C have \$101; B, C and D have \$113; C, D and E have \$116; D, E and A have \$112; and E, A and B have \$116: required the amount possessed by each one separately.

Question 2d.—By James T. Smith.—It is required to find a sum of money, of which, in the space of 4 years, the true discount, at simple interest, is 5 dollars more at the rate of 6 than of 4 per cent. per annum.

For the School Friend.

A Short Rule for Farmers.

Farmers should remember the following; it is convenient for measuring grain, &c.

If you multiply solid feet by 45, and divide the product by 56, the quotient will be bushels of 2150 $\frac{1}{2}$ inches each. Thus, suppose it is required to find how many bushels a wagon box will contain, which is 8 feet long, 4 feet wide and 2 feet deep. By multiplying the dimensions together, we find that the box contains 64 solid feet, then multiplying this by 45, and dividing by 56, the quotient is 51 $\frac{1}{2}$ bushels.

N. KELLY.

The above rule is perfectly accurate, since 45 is to 56, as 1728 is to 2150 $\frac{1}{2}$. The smaller numbers are found by reducing the larger ones to fifths, and then dividing them both by their greatest common measure.

N. K.

Common Errors in Grammar.

Accuracy in speaking, as well as in writing, is requisite to the perfect gentleman; a precise knowledge and skillful use of words are, of course, extremely important to authors, and a desirable grace in speakers, both public and private, and are, moreover, an evidence of good breeding;—among strangers, commanding, at the same time, attention and respect. Inaccuracies among newspaper writers are of frequent occurrence, and are, in a measure, pardonable from the necessity of composing, continuously and extemporaneously, in the haste of supplying the ever hurrying demands of a daily or weekly press: yet there are certain defects so habitually used, as to render a glance at them not inappropriate.

Among the words most abused are *sit*, *set*, *lay*, *lie*. The misuse of the first two has been somewhat sanctioned by a well known anecdote of Curran. It is reported that he once inadvertently observed in court, "an action lays," and the judge correcting him remarked, "*lies*, Mr. Curran—

hens lay." But the same gentleman subsequently, requesting a counsellor to "*set down*," Mr. Curran retaliated, "*sit down*, your honor—*hens set*!" Now this is very droll, but not true, as *hens do not set*. They *sit*. The judge, however, should have said, *sit down*.

The word *sit*, besides being continually used by many well-meaning persons for *set*, ("*set down*") is not understood often by those who think themselves above learning any thing more out of a dictionary or grammar. Most people say a "*hat sets well*," a "*coat sets well*." It is just as incorrect as to say "*set down, sir*," or "*I set down*." It is right to say a "*coat sits well*." The intransitive verb "*to sit*," means (among other definitions) *to be adjusted—to cover and warm eggs for hatching—to be in any local condition*, as the wind *sits fair*—a man *sits* a horse well. *I sit me down*: but *I sat* a jar down on the table. Even Addison fell into improprieties in using these words, and once wrote "*the court was sat*."

Now the word *set*, so often confounded with *sit*, has a totally distinct sense. Among its variety of imports, it signifies, *to put or to place*; *to put in good order*; *to set about a thing*; *to set one's self against a thing*; *to set down or put down any object on the floor or table, &c.* *To set off* on a journey: people often use the word right in this tense: but take their past tenses from the verb *to sit* thus "*I sat off*." "*I have sat off for Albany*." It is needless to say that it is as erroneous as it is common. A room is *set* in order. We have heard "*he is the handsomest man I ever sat eyes on*," instead of "*set eyes on*."

Lie and *lay* are two other gentlemen unhappy in being dragged, head and ears, into company where they are not wanted, and being continually ejected from their own rightful premises. "*Lay down on the grass—laying upon the bed*," are in the mouths of most, sometimes; for even they who really know better, frequently fall into inelegancies and inaccuracies of language, from the habit of hearing them continually; and, in addition also, contract low phrases and vulgar slang, equally forgetful of Chesterfield and Priscian. Of such, let us pray that the distinction between the words *lay* and *lie* may be ascertained, and put in application. They may *lay down* an object, and they may *lay themselves down* as they would *lay down* any other object; but when they repose, when they *lay themselves down*, then they *lie down* on their bed. When they *put* a book on the table, they *lay* it there. They *lay wait* for a person to attack him.

The verb *to lie* (to be in a horizontal position,) is *lay* in the preterit and *lain* in the passive participle. It signifies also *to rest on any thing*, *to lean*, *to press on*, *to be prostrate*. We also *lie in wait*, or *ambush*; a ship *lies to now*, or *lay to yesterday*. *Lie* also means *to be situated*, and in this sense, it is continually confounded with *lay*. The ship does not *lay* at the wharf, she *lies* there. Let no one smile at our retailing knowledge which

every school-boy learns, and which is to be found in every dictionary and grammar. It is the business of a periodical not to penetrate into the unexplored regions of literature and science, but to take treasures, however trivial, which may seem neglected by the road side, and to hold them up before the eyes of the young, the ignorant and the careless. We commend to certain of our youthful correspondents,—incipient poets, and embryo editors, orators, statesmen, &c., a thorough understanding of *sit*, *set*, *lay*, and *lie*. Sad dilemmas may be consequent on overlooking even a small matter. A piece of bad grammar wrought into poetry, is embalmed and rendered more glaringly conspicuous. These things should not be elevated to undue importance; sound sense is better at any time than elegantly turned sentences meaning nothing; but sound sense will always possess additional value expressed in pure good English. Great difference in the use of words is perceptible among both speakers and writers. It is a precise knowledge of definitions which makes the works of some authors so delightful, being pervaded by a nameless grace, invisible in any particular point, but shedding over the whole a secret and agreeable charm. The most ordinary idea is expressed as it should be, and "proper words" are arranged in their "proper places." This is one of the most remarkable qualities of Mr. Irving's compositions. Many experience his feelings, thoughts, observations, and turns of humor; but few can depict them in language, choose immediately out, from the eighty or ninety thousand words composing our vernacular, precisely those requisite to convey the desired impression most clearly without deficiency and without superfluity. The unskillfulness of some folks in this particular is really surprising; and the moral consequences upon their minds is perceptible. We have already extended these paragraphs further than we purposed, but we will not bid our good natured reader good-bye without mentioning a curious instance of this misunderstanding of words in an exceedingly well-dressed gentleman, to whom the other day we asked whether we "could depend upon his keeping an appointment?"

"I will come," he replied gravely, with a slight oratorical wave of the hand, "I will come certainly—alluding that it does not rain."—*Anon.*

Dr. Dwight and Mr. Dennie.

As Dr. Dwight was traveling through New Jersey, he chanced to stop at a stage hotel, in one of its populous towns, for the night. At a late hour of the same, arrived also at the inn Mr. Dennie, who had the misfortune to learn from the landlord that his beds were all *paired* with lodgers, except one, occupied by the celebrated Dr. Dwight. "Show me to his apartment," exclaimed Dennie; "although I am a stranger to the Rev. Doctor, perhaps I can bargain with him for my lodgings." The landlord accordingly waited on Mr. Dennie to the Doctor's room, and there left him to intro-

duce himself. The Doctor, although in his night-gown, cap and slippers, and just ready to resign himself to the refreshing arms of Somnus, politely requested the strange intruder to be seated. The Doctor, struck with the literary physiognomy of his companion, unbent his austere brow, and commenced a literary conversation. The names of Washington, Franklin, Rittenhouse, and a host of literary and distinguished characters, for some time gave a zest and interest to their conversation, until Dr. Dwight chanced to mention the name of Dennie. "Dennie, the editor of the Port Folio, (says the Doctor in a rhapsody,) is the Addison of the United States—the father of American Belles Lettres. But, sir," continued he, "is it not astonishing that a man of such genius, fancy and feeling, should abandon himself to the inebriating bowl, and to bacchanalian revels?" "Sir," said Dennie, "you are mistaken: I have been intimately acquainted with Dennie for several years, and I never knew or saw him intoxicated." "Sir," says the Doctor, "you err; I have my information from a particular friend: I am confident that I am right, and that you are wrong." Dennie now ingeniously changed the conversation to the clergy, remarking that Doctors Abercrombie and Mason, were amongst our most distinguished divines; nevertheless, he considered Dr. Dwight, president of Yale College, the most learned theologian—the first logician—and the greatest poet that America had ever produced. "But, sir," continued Dennie, "there are traits in his character, undeserving so great and wise a man, of the most detestable description—he is the greatest *bigot* and *dogmatist* of the age!" "Sir," said the Doctor, "you are grossly mistaken. I am intimately acquainted with Dr. Dwight, and know to the contrary." "Sir," says Dennie, "you are mistaken, I have it from an intimate acquaintance of his, who I am confident would not tell an untruth." "No more slander," says the Doctor, "I am Dr. Dwight, of whom you speak!" "And I, too," exclaimed Dennie, "am Mr. Dennie, of whom you spoke!" The astonishment of Dr. Dwight may be better conceived than told. Suffice it to say, they mutually shook hands, and were extremely happy in each other's acquaintance.

Parental Government.

Rev. Dr. Sharp, of Boston, a man of more than threescore, and who has brought up a large family of children, lately preached a discourse on parental government. We copy a paragraph, which seems to us to embody much sound sense, and to furnish a very proper answer to those who are forever quoting Solomon in defence of the rod.

"In most instances corporeal severity is unnecessary—scarcely ever, if there be a rational, uniform, affectionate, and firm system of parental government. Where there is much of correction, it is the hand taking the place of the judgment; it is the temper supplying the place of reflection; it

is haste taking the place of patience; it is doing what requires no thought, in preference to a sober and protracted inquiry. How can I reclaim my child from his waywardness, and bring out the better qualities of the mind and heart? And let it never be forgotten that corporeal severity generally fails of its purpose. The most turbulent and unruly children you can find anywhere, are those who have been beaten most frequently and most unmercifully. I grant that in the age of Solomon, when the vast multitude of human beings could neither read nor write—and of course there was but little just thinking—the rod was necessary in maintaining order and authority. It supplied the place of reason and argument to those who were incapable of exercising or understanding either. But another, and a better rod has been discovered—one better adapted to the present state of society. I mean the rod of moral power. In other words, parents and teachers now feel the importance of governing their children and scholars more by touching their minds than their bodies. They now exercise authority by instructing their children; by creating a good family opinion as to what is proper or improper, right or wrong; and especially by enlightening the individual conscience, and by training up to right habits. This is the most effective and elevating kind of discipline. It is astonishing how many generations have passed away, without any other thought than that evil tempers and refractoriness were to be rooted out by lacerating and bruising the bodies of children, rather than informing their minds and conscience.

For the School Friend.

School-Houses.

As the comfort and happiness, and, to some extent, the deportment and progress, of persons are, in a great measure, dependent on their situation in life, it is lamentable that so little attention is bestowed on school-houses, which may be considered, and, in fact, really are, the great theatres in which the bud of the youthful mind first discloses itself to our view. It is, however, a prevailing notion in this rather obscure corner of creation,—and that, too, with a great number of respectable citizens,—that if a school-house is slightly daubed, a *sticks-and-mud* chimney reared at one end—a few old, *three-legged* benches prepared for the inside, it is ready for business, and their duty, thus far, is discharged towards educating their offspring. When rightly considered, is such really the fact?

That it is utterly impossible for the mind of a person, from its peculiarity, whether old or young, when illy situated, to be concentrated long at a time on any one subject or thing, will not, nor cannot, with propriety, be doubted. Then the question is—Why do we tolerate such school-houses as are in this part of the country? Perhaps some may say, "We are not able to have

better ones." This is a legible, but is it literally a true answer? Great pains and means, generally speaking, are bestowed towards erecting meeting-houses, and furnishing the same with the necessary furniture for ease and convenience. These are things well enough, and deserve no censure—not the least; but it is, certainly, as essentially necessary, and strictly speaking, more so, that we should have good, well-furnished school-houses, from the simple fact of our being hardly ever confined in a meeting-house more than two days, at any one time—and not wholly, these, for there are generally intervals of several hours between sermons; whereas, our school-houses must be occupied five days in each week, and six or seven hours each day.

Man's dearest right is liberty—a right which is now secured to every citizen of this happy country. How are we to preserve it—keep it from becoming deteriorated, and passing off into something else than freedom, but by training a few, nay, a great many, regiments of the young, in a right manner, and keeping them in readiness to apply their shoulders to the wheels of government, as soon as those that now hold the reins may have passed away? It is, without a reasonable doubt, impossible for such training to be carried on advantageously, or scarcely at all, without the adoption of the proper mode, which must consist, firstly, of good, comfortable, well-arranged, well-furnished and finished school-houses; and, secondly, of good teachers—competent instructors, who *cannot*, under the present dispensation of things, be had. As the school-house, so is the employers, as the employers, so is the pay; as the pay, so is the teacher. Awake! O awake! all you that have not, as yet, furnished aright your houses for school purposes: meet and concert means and measures to carry this important object into effect. It is a consideration of the highest moment—one of transcendent importance, and one that is undoubtedly overlooked, as on the "slender thread" called a *common school* "hang everlasting things." AHJAH ROBINSON.

Indiana, Aug. 1847.

The Drummond Light.

Since the commencement of the present century, through the rapid extension of the science of chemistry, vast improvements have taken place in the methods employed for artificial illumination. Thus, the general introduction of gas-lights in most of our larger cities, has furnished a light for streets and dwellings, much superior to that previously obtained from oil or candles. The Argand lamp has been introduced, and with the aid of parabolic reflectors, has been successfully applied to the light-house illumination. The Budge, Drummond, and French lights, with many others, have been given to the world, and have respectively won for themselves a large share of public favor. Of these, the one known, from its invent-

or, as the "Drummond Light," probably ranks first. In 1824, Lieut. Drummond, then engaged in a government survey of Ireland, in which it was frequently desirable to take the respective bearings of points, some 70 or 80 miles distant, felt the want of a light for communicating such information, that could be visible at a greater distance than any yet known. The firing of rockets, and similar means usually resorted to, could only be employed to advantage, where the stations were not widely separated, and when the atmosphere was quite clear from any haze, which was seldom the case. It had for a long time been known that lime, with some of the other earths, became very luminous when exposed to an intense heat, such for instance, as that obtained by combining a jet of oxygen gas with the flame of spirits of wine; but the happy idea of rendering this property of the earth subservient to practical purposes, was reserved for Lt. Drummond. After a series of experiments, he found that by throwing the united flame of spirits of wine and oxygen gas upon a BALL OF LIME, only three-eighths of an inch in diameter, a light was obtained of such brilliancy as to be fully equal to that emitted from thirteen Argand burners; almost too intense for the eye to bear. Of later years, it has undergone a slight modification, hydrogen gas having been substituted for the spirits of wine, as being less expensive, and perhaps otherwise preferable. The apparatus is very simple; it consists of two gasometers, in which the respective gases are generated; from thence proceed two tubes, which unite near the ball, so as to form, there, but one. The gas is conveyed by these tubes to the ball of lime, and there ignited; and with the ball is connected an arrangement for replenishing the balls as fast as consumed; if desirable a parabolic reflector is added, thus rendering it complete. This light was found to answer admirably the purpose for which it was designed—for signals, to be given at great distances. In several trials made with it to test its powers, it was distinctly seen as a clear, white, vivid light, at a distance exceeding 70 miles; thus placing its claim to superiority over all others, beyond dispute.

Scientific Journal.

Home.

A man's house is his earthly paradise.—It should be, of all other spots, that which he leaves with most regret, and to which he turns with most delight. And in order that it may be so, it should be his daily task to provide every thing convenient and comfortable, and even the tasteful and beautiful should not be neglected.

"A few sunny pictures, in simple frames shrined,
A few precious volumes—the wealth of the mind;
And here and there treasured some rare gem of art,
To kindle the fancy or soften the heart;
Thus richly surrounded, why, why should I roam?
O! am I not happy—most happy at home?"

P o e t r y .

The following is a translation from an ancient Spanish Poem, which, says the Edinburgh Review, is surpassed by nothing with which we are acquainted in the Spanish language, except the Odes of Luis de Leon.

Oh! let the soul its slumbers break,
Arouse its senses and awake,

To see how soon
Life, like its glories, glides away,
And the stern footsteps of decay
Come stealing on.

And while we view the rolling tide,
Down which our flowing minutes glide
Away so fast,
Let us the present hour employ,
And deem each future dream a joy
Already past.

Let no vain hope deceive the mind—
Nor happier let us hope to find
To-morrow than to-day;
Our golden dreams of yore were bright;
Like them the present shall delight—
Like them decay.

Our lives like hasting streams must be,
That into one ingulphing sea
Are doomed to fall—
The sea of death, whose waves roll on,
O'er king and kingdom, crown and throne,
And swallow all.

Alike the river's lordly tide,
Alike the humble riv'let's, glide
To that sad wave:
Death levels poverty and pride,
And rich and poor sleep side by side
Within the grave.

Our birth is but a starting place!
Life is the running of the race,
And death the goal:
There all these glittering toys are brought;
That path alone, of all unsought,
Is found of all.

Say, then, how poor and little worth
Are all those glittering toys of earth,
That lure us here?
Dreams of a sleep that death must break;
Alas! before it bids us wake,
We disappear!

Long ere the lamp of death can blight,
The cheek's pure glow of red and white
Has passed away;
Youth smiled, and all was heavenly fair;
Age came and laid his finger there,
And where are they?

Where is the strength that spurned decay,
The step that rolled so light and gay,
The heart's blithe tone?
The strength is gone, the step is slow,
And joy grows wearisome and wo,
When age comes on.

It is less pain to learn in youth than to be ignorant in age.

The most dangerous of wild beasts is a slanderer,—of tame ones, a flatterer.

MISSTATEMENTS CORRECTED.

Clergymen, Teachers, School Officers, and Parents

ARE REQUESTED TO READ CAREFULLY THE FOLLOWING.

Certain book agents who are employed to travel in the Western States, for the purpose of inducing teachers to use particular school Readers to the exclusion of others, having made various erroneous statements respecting McGuffey's Eclectic Readers,—endeavoring thus to create prejudice against them;—and having continued to circulate these statements, notwithstanding they have been repeatedly shown to be false,—we feel at last compelled, in justice to ourselves, as the publishers of these Readers, and to Mr. McGuffey, as their author, to notice and expose the falsity of some of these reports. A few preliminary remarks are perhaps necessary, that this matter may be better understood by our readers.

Some years since, before the Eclectic Series was published, almost every variety of ill-adapted works, from Shakespeare's writings, to "Sinbad the Sailor,"—as numerous as the pupils themselves,—were used in the schools of the West. The want of a uniform, progressive, and otherwise suitable series of Text Books for elementary instruction, was felt to be a great barrier to the progress of the pupils. The publication of such a series was determined upon, and the important work of preparing the books embraced in the Reading Course, was committed to the Rev. Wm. H. McGuffey, then Professor in the Miami University at Oxford, Ohio;—whose labors as a christian minister, a successful teacher, and a very devoted friend of education, had gained for him universal confidence and respect. The Eclectic Series of School Books was thus produced, and obtained much popularity, and an extensive sale. Eastern publishers and authors, who had regarded the West as dependent upon them for School Books, looked upon this publication of a Western series,—calculated in every respect to meet the wants of the West—with much jealousy;—fearing their own profits would be diminished thereby. They have, therefore, used every means in their power to oppose the Eclectic Series. Agents have been employed to travel from county to county, and school to school, and introduce these Eastern publications, being directed, where they found the Eclectic Series in use, to give new books for old ones, in order to exclude them from use. After these operations had been carried on for about eighteen months, it became advisable for us, as the publishers of the Eclectic Series, to act on the defensive; and finding very many teachers, who, after using other Readers, preferred McGuffey's, but disliked to involve the pupils in expense by purchasing them again, we made available this desire to replace the Eclectics, and directed our traveling agents

to give our new books in even exchange for the others.

The rapidity with which teachers are throwing out these Eastern Reading Books, and returning to the use of McGuffey's—while it shows that experience in the use of the different series has proved the superiority of the latter—has greatly alarmed the agents for the former: some of whom have resorted to every means, (many of which are far from honorable,) to prevent it. In this manner the mis-statements alluded to were originated. One of them is, that in the revision of McGuffey's Readers, (which took place about three years since,) suppressions and alterations were made at the request of Roman Catholics. We give below a statement from the Rev. Dr. McGuffey, who is a Protestant Clergyman of high standing, and Professor T. S. Pinneo, (who aided in the revision of the Series,) an elder in the church at Cincinnati, of which the Rev. Dr. Beecher is now pastor.

STATEMENT.

Our attention having been called to certain reports concerning the revision of the Eclectic Readers, duty to ourselves, to the publishers, and the public, seems to require a brief notice of the matter. The report alluded to, is, in substance, "that in the revision of McGuffey's Eclectic Readers, certain pieces were expurgated, and alterations made in others, at the suggestion or request of parties belonging to the Roman Catholic Church." This report is wholly destitute of truth. In preparing these books, a most important and predominant object was the selection of matter which should, in a HIGH DEGREE, combine moral and religious instruction with all other qualities requisite in reading exercises. It was also an equally important object to avoid every thing which could, by any possibility, be offensive to any one of the numerous religious denominations of our land. But, while all matter which could thus offend was carefully excluded, every thing which might be considered as favoring one sect rather than others, was also deemed inadmissible. Entire impartiality in this respect was designed. As regards the alleged Catholic influence, it is sufficient to say, in addition to the above, that no pieces were omitted, altered or introduced, at the suggestion or request, or with the knowledge of any individual of the Catholic persuasion, either of the clergy or laity; and the same is substantially true of all other denominations.

CINCINNATI, September, 1847.

WM. H. MCGUFFEY,
T. S. PINNEO.

As above stated, in the compilation of the Eclectic Readers, it was considered essential to their usefulness to avoid the introduction of sectarian and controversial subjects of all kinds, and at the same time, present matter which should, in addition to its adaptation to practice in reading, commend itself to the judgment of all who desire the moral and religious welfare of the community. This principle is recognised as a correct one, not only by the general opinion of educators and intelligent men, but in every work of this kind which has been presented to the public; and has been, we believe, more successfully carried out in the Eclectic Series, than in any works of the kind in use. In pre-

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